School of Education

EDST6765
Professional Experience 2/Internship

Term 2 2021

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IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST6765 Professional Experience 2/Internship (12 units of credit)
Term 2 2021

2. STAFF CONTACT DETAILS

Course Convenor:	A/Prof Andy Gao
Location:	Morven Brown Building, G22
Email:	xuesnong.gao@unsw.edu.au
Availability:	Email to arrange an appointment
Contact:	Professional Experience Team / Workplace Integrated Learning
Location:	Morven Brown Building, Lower Ground
Email:	professionalexperience@unsw.edu.au
Availability:	Email to arrange an appointment

3. COURSE DETAILS

Course Name	Professional Experience 2/Internship
Credit Points	12 units of credit (12 uoc)
Workload	Includes 300 hours of fieldwork, class preparation, assessment, follow up activities, etc.
Pre-requisites:	72 uoc, including the completion of EDST6760
Schedule	http://classutil.unsw.edu.au/EDST_T2.html#EDST6765T2

SUMMARY OF COURSE

In this course you will complete your final 9-week (45 days) professional experience block in an NSW school which you have not been involved with previously. During your placement you will be provided with increasing opportunities for autonomy, responsibility and accountability through a gradual shift from direct in-class supervision to program supervision by the Supervising Teacher(s) as you move into the internship phase of the course.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- A new cultural competence task was added to the hurdle requirements for this course
- Further clarifications with the evidence set were made

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Meet or exceed all Australian Professional Standards for Teachers across a range of teaching contexts and classes	1-5
2	Successfully participate in and contribute to activities and interactions with the wider school community	2,3,5
3	Continually reflect on and seek out opportunities to improve teaching practice through lesson observation, reflection and inquiry	2-5
4	Demonstrate a strong commitment, enthusiasm and respect for the teaching profession.	1-5

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1,3,4,5
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1,3,4,5
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	1,3,4,5
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	2
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1,3,4,5
1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	1,3,4,5
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1,3,4,5
2.2	Organise content into an effective learning and teaching sequence	1,3,4,5
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1,3,4,5
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures and languages	2
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1,3,4,5
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1,3,4,5
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	1,3,4,5
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	1,3,4,5
3.3	Include a range of teaching strategies	1,3,4,5
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1,3,4,5
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	1,3,4,5

3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	1,3,4,5
3.7	Describe a broad range of strategies for involving parents/carers in the educative process	1,3,4,5
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1,3,4,5
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions	1,3,4,5
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour	1,3,4,5
4.4	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements	1,3,4,5
4.5	Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	1,3,4,5
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	1,3,4,5
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	1,3,4,5
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	1,3,4,5
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	1,3,4,5
5.5	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement	1,3,4,5
6.1	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs	1,3,4,5
6.2	Understand the relevant and appropriate sources of professional learning for teachers	1,3,4,5
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1,3,4,5
6.4	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning	1,3,4,5
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	1,3,4,5
7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage	1,3,4,5
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers	1,3,4,5
7.4	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice	1,3,4,5

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Professional Experience gives teacher education students the opportunity to integrate theory and practice, and develop the skills, knowledge, attitudes and values essential for teaching in schools in NSW. Professional Experience placements are developmental and sequential.

5. TEACHING STRATEGIES

Professional experience consists of structured observations, including specific observation tasks, informal discussion and feedback, critical reflection, maintenance of a record book, supervised teaching and other duties in a school setting that allow teacher education students to engage with school age students, teachers and other paraprofessionals.

6. COURSE CONTENT AND STRUCTURE

Orientation Session	**Preliminary visit of school**	**Professional experience 25 days, followed by Internship 20 days**
Online video by A/Prof Tony Loughland (Former Professional Experience Director).	Arranged individually and only when feasible. **Not compulsory.**	Benchmarked by university liaison, Week 5

The course begins with an online orientation session designed to support this final placement by providing key input and presenting and clarifying expectations, assessments, and arrangements re liaison visits and benchmarking. The placement then begins with 25 days of supervised teaching, equivalent to one half of a teacher's normal load. By the end of this period teacher education students are required to be classroom ready teacher as measured by the criteria in the interim report. The teacher education student then continues with program supervision, called a professional experience internship, in the same school with the same supervising teacher, now operating more like a mentor, for a further 20 days.

During the internship phase the student teacher takes responsibility for several classes, including preparation of lessons and associated teaching materials, completes administration and record keeping as required by the school, including school reports, participates fully in the professional obligations of the school such as sporting and co-curricular activities, staff meetings, professional development days and community consultations.

Any student teacher who does NOT demonstrate competency as measured by the interim report by the end of the 25 days of initial closely supervised teaching will continue undertaking supervised teaching and not progress to the internship phase of Professional Experience 2 until he or she has demonstrated that the requirements have been met.

Note: To arrange timely professional experience placements, information in the School of Education's online placement system (InPlace) must be kept current. Student teachers will be prompted by email to log-in to InPlace to verify and update personal information, including mode of transport and current address. This should be completed by student teachers immediately they are prompted to do so by email from the Professional Experience Office.

7. RESOURCES

See Moodle

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	Due Date
1.Profession Readiness Test. Situational Judgement Test with motivation and adaptability measures and self-assessment using the Interim Report	Online	Hurdle Requirement	1, 4	All	by 5pm, 16/07/21
2. Cultural Competence	Online	Hurdle Requirement	All	1.4.1, 2.4.1	Task 1 due 16/07/21, then tasks due end of week 2, 4, 6, 8
3. Interim Report	Interim report	Hurdle requirement	All	All	23/07/21
4. Evidence Set	Include all evidence required	Hurdle Requirement	1, 3, 4	All	20/09/21
5. Successful completion of 45 days of supervised professional experience, including engagement with wider school community.	Final report	100%	All	All	20/09/21

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data, and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

1. Profession Readiness Test

Situational Judgement Test with motivation and adaptability measures and self-assessment using the Interim Report. Complete online from the link given in Moodle before the orientation session.

2. Cultural Competence

Please complete the five tasks below that will be also be in the Moodle site with additional resources for you. The first task needs to be completed before you commence your professional experience. These activities will help you understand what country you are teaching on, to prepare an appropriate acknowledgment of country and to critically interrogate your own cultural frame so that your awareness of other cultures is enhanced.

Task	When	Description
1	Pre-prac	Identify the Aboriginal Country you are working on and create an appropriate and thoughtful acknowledgement of country that you can use in your teaching - See the Welcome to Country App as a starting point.
2	Wk 2	Examine the eight ways of knowing protocol and discuss in your forum post how you might incorporate these in your teaching this term. Make explicit links to curriculum content. All resources developed should be shared with the 8 Ways of Knowing Unit.
3	Wk 4	Critically examine your own cultural frame using the cultural competence framework in this document and discuss how this frame influences how you relate to students and the curriculum.
4	Wk 6	Find out the contact details for the AECG closest to your school. Locate all of the Aboriginal Education experts and resources in your school and your system. Report the results of your search in the forum.
5	Wk 8	Discuss your efforts at applying or thinking through the eight ways of knowing protocol throughout the first eight weeks of your experience. All resources developed should be shared with the 8 Ways of Knowing Unit.

3. Interim Report

The Supervising Teacher (ST) will assess you using the PE2 interim report before the university liaison visit.

The UNSW liaison will moderate this process through a school visit in Week 5, including a classroom observation of a substantive lesson (teaching concepts), post-lesson conference and evaluation of at least ten lesson feedback and reflection forms that have been completed by you. **The organisation of the lesson feedback and reflection forms is entirely your responsibility and not that of your supervising teacher.**

The liaison will mediate any moderation discussions using benchmark examples from the NSWCDE mentoring website to ensure inter-rater reliability between schools. The UNSW liaison's signature on the PE2 interim report signals their agreement with the assessment made by the supervising teacher.

You and the ST sign the PE2 interim report and you submit this on Moodle in the assessment submission portal as close as possible to the end of week 5. The course convenor understands that at times your liaison visit may occur early in week 6 and delay the submission.

4. Evidence Set: Graduate Teacher Performance Assessment

The GTPA is the culminating summative assessment completed during a final-year professional experience placement. It satisfies the National Program Standard 1.2 for 'pre-service teachers to have successfully completed a final-year teaching performance assessment prior to graduation that is shown to a reflection of teaching practice including the element of planning, teaching, assessing and reflecting' (AITSL, 2018, p.10).

The GTPA provides opportunity for you to demonstrate impact of your teaching on student learning.

During PE2 you will compile a report in which you analyse and justify your planning, teaching and assessing cycle for one class over a sustained learning sequence that you teach across the duration of your placement and in which you take responsibility for the whole class.

Requirements for the learning sequence are that it is:

- undertaken on one class (this may be constituted by a single year level or a range of year levels as in composite or multi-age classes);
- sustained over a period of placement (minimum 4 weeks);
- focussed on a single learning or teaching area, or a combination of subjects in an integrated approach; and
- significant and implemented across a series of lessons that has clearly defined learning goals for the whole class and three focus students you will select to focus on who represent the full range of achievement in the class.

In completing this assessment you will demonstrate your knowledge, understanding and capabilities in:

- planning with data
- teaching and learning
- providing feedback and professional judgement
- reflecting on practice, and
- appraising the impact of teaching on student learning.

This demonstration also includes making adjustments to meet the learning needs of all students in the class, making connections between theory and practice, and providing evidence of pedagogic decision-making, teaching practices, and learning outcomes. It affords you opportunity to demonstrate your emerging professional agency and identity in teaching cycles.

Please submit the final version of the evidence set to Moodle. Further information about this task and submission date will be available on Moodle.

5. Final Report

The final report is completed at the end of the placement. The reports are written collaboratively when there are two supervising teachers. The report needs to be discussed with you prior to being signed. The reports should be consistent with strengths/areas for concern discussed throughout the placement and recorded on the lesson feedback and reflection forms compiled by you in both the professional experience and internship phases of the course.

For each standard descriptor the final report, the level of achievement is assessed as
ND – Not Demonstrated,
D – Demonstrated**, or**
E – Exceeds Expectations.

The final grade awarded for Professional Experience 2/Internship is either Satisfactory or

Unsatisfactory based on whether students **do** or **do not** meet **all of the** standard descriptors.

Please submit the final report signed by all three parties listed at the bottom of the form. You will not receive your final grade until this report and the signed attendance record are submitted on Moodle.